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HOMEROOM GUIDANCE ACTIVITIES FOR
MAY GOODRELL JUNIOR HIGH SCHOOL,
DES MOINES, IOWA

A Field Report
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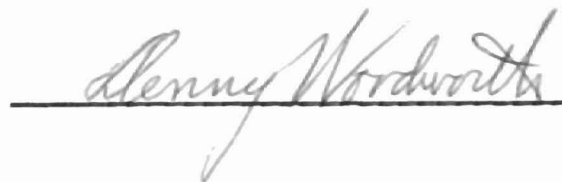
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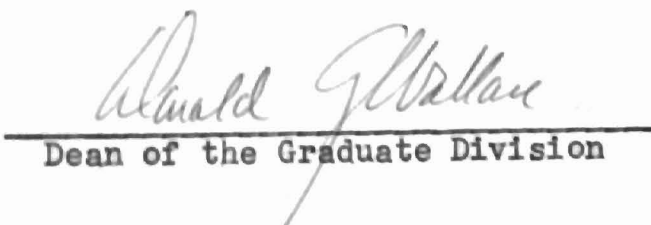
by

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CHAPTER I

THE PROBLEM AND THE PROCEDURE

I. THE PROBLEM

The homeroom period at May Goodrell Junior High School in Des Moines, Iowa, has been used primarily for administrative purposes. It is used for taking attendance, reading of bulletins, passing out Parent-Teacher Association notices and other duties of a similar nature. There are homeroom officers, a president, vice-president, secretary and treasurer, but their duties are limited and their services rarely used, except for the secretary, who takes roll each morning. The president is automatically on the student council, but as president of the class does not hold any meetings, except to plan occasional social functions, which may occur two or three times a semester. The treasurer performs his duties at these meetings also, if there is any collecting of money. These officers are elected by the homeroom members each semester. The student council members are probably the only members of the class who perform duties of any consequence, these duties being to attend student council meetings once a week and report back to the homeroom.

The average time spent in homeroom per week is one hour and twenty-five minutes. The time that is authorized by

the superintendent of schools to be spent in homeroom, for junior high schools in Des Moines, is up to one-half hour per day, from 8:45 A. M. to 9:15 A. M. Therefore, if this program were followed, the time spent in homeroom per week would be two to two and one-half hours, depending on whether an assembly program was scheduled. An assembly program would eliminate one homeroom period. Except for about one-half hour of this time, the rest may be wasted, because of the lack of any activities except that of allowing the time to pass with the least annoyance to the teacher.

The purpose of this field report was to study the present homeroom situation at May Goodrell Junior High and suggest appropriate guidance activities that could be initiated in the homeroom for the authorized half-hour per day program. It appeared that the homeroom period was shortened because of the lack of worthwhile activities carried on there, a supposition confirmed by a statement by the principal. The field report projected the belief that homeroom guidance activities could supplement the 9A social studies program and provide much of the group guidance service now almost entirely lacking.

May Goodrell has a homeroom period with no other definite purpose for its existence, than to absorb assembly time and to fulfill administrative functions. Shimon presents a worthwhile and valid reason for a homeroom guidance program:

The purpose of the homeroom guidance program is to provide the student with activities and experiences upon which they can presently and in the future make intelligent, worthwhile choices and proper adjustments to school and life situations.

The program is intended to help meet the needs which are common to all students, to bring about a greater understanding of their problems, and to aid them in becoming progressively more self-directing.¹

If such a program were organized the homeroom could, through the proper activities and experiences, help the student make wiser choices in view of his everyday needs.

II. DEFINITIONS OF TERMS USED

The following terms are defined by Erickson and have been adapted for the purpose of this study:

Guidance program: Activities carried on during a homeroom period which contribute to the school guidance program, providing a body of services organized to help pupils solve their problems and improve their planning.

Counseling: The process of helping a pupil, through interviews and other individual relationships, to solve his problems and improve his planning. This definition includes the process of helping an individual, by means of the interview, as one stage of the process.

Counselor: A person to whom is delegated the responsibility for counseling.

Interview: A person-to-person relationship through which one individual with needs and problems is helped to achieve desired goals.

¹William Shimmon, "Philosophy of the Homeroom Guidance Program," School Activities, (March, 1954), pp. 211-212.

Teacher-counselor: A person to whom is delegated responsibilities for both instruction and counseling.

Group guidance: An instructional activity designed to answer the needs and problems of pupils.¹

III. REVIEW OF THE LITERATURE

Jones says:

The junior high school was established because of the conviction that six years was sufficient for the attainment of the legitimate aims of the elementary school and that the needs of boys and girls between the ages of eleven and fifteen were not adequately met by the 8-4 organization of the school. These youths are either in the early adolescent stage or very close to its beginning. Some of the most evident characteristics of this period are described by Linton as follows:

'The early adolescent is best characterized by change. Teachers are conscious of the great physical change children make during the years they are in junior high school. Boys jump from striplings to young men; girls blossom from children to young womanhood. Accompanying this great physical growth must be organic change. Vitality is often reduced. Not all adolescent changes are physical. Maturation of sex causes changed thinking and not infrequently emotional disturbances. With the approach of manhood and womanhood, boys and girls view the world in a changed light. Interests become broader; the adult is emulated. Very naturally the boy or girl of normal development begins to think of his place in the world.

During this period of growth and change, the school has great guidance functions to perform. Intellectual growth must be safeguarded. Physical development must be looked after. The emotional life must be watched over to see that it is not warped. The social outlook of early adolescents has taken on new color and must

¹Clifford E. Erickson, A Basic Text for Guidance Workers, First Edition (New York: Prentice Hall, Inc., 1947), p. 8-9.

be satisfied. Interests and potentialities which have importance in determining future vocational pursuits must be discovered and encouraged.¹

Whether in Boston, Massachusetts; Erie, Pennsylvania; LaCrosse, Wisconsin; or Los Angeles, California, the homeroom is an important device in the junior high school. In reviewing the literature, the writer found that the homeroom is an integral part of the junior high school throughout the country. The homeroom time and activities may vary from place to place, but the basic essentials of the group guidance program are emphasized in most of them.

Erickson, describing the aim of the homeroom plan, says:

Historically, the homeroom was one of the earliest guidance organizations established in the school. Its main purpose has been to set up an ideal, intimate, democratic relationship between students and teachers, in which the curricular, extracurricular activities, and general guidance program might be better coordinated. Homerooms have been in existence under different names for two or three decades. They were started in many schools mainly to take care of various necessary administrative and extra-class activities, and probably have made their most important contributions in this administration area,

¹Arthur J. Jones, Principles of Guidance and Pupil Personnel Work, Fourth Edition, (New York: McGraw Hill Book Company, 1951), p. 323, citing Harry J. Linton, Exploration and Transition, the Continuity of Guidance, (Scranton, Pennsylvania: International Textbook Company, 1939), pp. 31-32.

rather than in the guidance areas that gradually evolved.¹

Erickson evaluates the homeroom program and explains why it has generally failed in high schools, but in reference to the junior high school homeroom period, he says:

Homeroom periods have apparently made a larger contribution in the junior high schools, where several periods a week are given to extracurricular activities and where one or two periods a week have been protected from interruptions of all kinds for well-organized homeroom programs. Experience has shown that unless these periods are well-protected, the program breaks down, whether it is on a high school or junior high school level.²

Erickson further stated that the homeroom could be more successful through group guidance activities if such activities were carefully planned with a definite purpose in mind:

If group guidance activities are to succeed, careful plans must be made by the teacher-counselor. It is obviously difficult to work out desirable plans unless the purposes of the activity are first agreed upon and accepted. Each staff will want to help formulate the purposes of the group guidance activities the school is to carry out. These purposes will differ from school to school. Some of the purposes each school staff should consider are:

1. To provide pupils with information that will orient them to the new school.
2. To provide pupils with information relative to the courses, activities, regulations and customs of the school.
3. To provide pupils with basic information about the world of work.

¹Erickson, op. cit., pp. 273-4.

²Ibid., pp. 273-4.

4. To give material and information that will help pave the way for individual counseling.

5. To help the pupils discover, as members of a group, that they are not so different from other people as they felt they were.

6. To help the pupils learn how to live effectively by participating in the activities of the group.

7. To provide an opportunity for pupils to weigh and evaluate the arguments and evidence submitted to the group. (If guidance is primarily concerned with the problem of helping pupils make wise choices, this should be an especially valid purpose.)

8. To provide the teacher-counselor with an opportunity to collect 'mass information' needed for individual counseling.

9. To provide group therapy, especially for those pupils who do not adjust to the influences of the outside world, as witnessed by the fact that they have withdrawn from its activities.

10. To provide an opportunity for pupils to adjust their behavior in accordance with group values.

11. To provide help with some personal problems by exposing them, in an impersonal way, to the more objective points of view of others.¹

The homeroom as a group guidance device has been criticized by both teachers and administrators. Teachers, in general, have been more prone to criticize than administrators, and some have advocated doing away with the homeroom period except for the necessary time involved for required administrative duties. Probably the main reason for the dissatisfaction has been the policy of assigning every teacher a homeroom without furnishing help in effective leadership for the homeroom teacher. However, many other teachers have been loyal and enthusiastic supporters of the homeroom and

¹Ibid., pp. 253-254.

believe it has many worthwhile attributes and possibilities.¹ Where outstanding success has been shown, two main reasons have been "the fortunate personalities of the teachers in charge and the demonstrated leadership of principals or chief guidance officers."²

A recent study at Warren Harding Junior High School, Des Moines, Iowa, revealed that the homeroom teachers generally performed the following guidance functions:

1. They help the child make promptness and regular attendance a definite goal.
2. They help to develop a feeling of respect for the school and a feeling of personal responsibility for proper conduct.
3. They orient the pupils to the school.
4. They establish and maintain a friendly relationship with the home.
5. They establish pupil opportunities to form desirable attitudes and habits.
6. They give the pupil a feeling of security, a feeling of belonging to and a desire to bring his problems to the homeroom teacher.
7. They give the pupil that personal, social-recreational and educational guidance that is needed.
8. They help the pupil work out his difficulties and make school life more interesting and meaningful.³

Dunsmoor, in discussing a study of guidance in the homeroom program in the junior high school, says:

¹Welty D. Lefever, Archie M. Turrell, Henry I. Weitzel, Principles and Techniques of Guidance, First Edition, (New York: The Ronald Press Company, 1941), p. 334.

²Ibid.

³Harold A. Casady, "Guidance Practices at Warren Harding Junior High School, Des Moines, Iowa (Unpublished Field Report, Drake University, Des Moines, Iowa, 1954), p. 43.

The homeroom programs of guidance in thirty-three junior high schools were studied. They were schools which, after widespread search and inquiry, appeared to be representative of present superior practice in this respect. The investigation revealed that under some of the most favorable conditions at present available the homeroom is doing 'fair' work in the realization of guidance objectives; also, that in certain isolated instances, 'good' work is being done.

The homeroom, as further revealed by analysis, had demonstrated its ability to make major contributions to guidance in the areas of civic responsibility, ethical character, home membership and education and minor contributions in the areas of health, leisure time and vocation. In general, we may say that the homeroom is capable of providing all those guidance services which do not involve complete and extensive specialized training for their satisfactory execution.¹

In analyzing Dunsmoor's report, one should remember that these contributions cover a period of eighteen years. Although they were important when they were written, today they are even more significant. Society has become more complex with added pressures and responsibilities placed on youth. Schools have been forced to take on many functions and duties of the home and community that they were not concerned with before. Therefore, guidance is of the utmost importance today and, with the immeasurable potential of the homeroom guidance program, one must not overlook the possibilities.

As part of a panelled discussion at a meeting of the National Association of Secondary School Principals, Drake,

¹Clarence C. Dunsmoor, "Effective Homeroom Guidance," Education, LVII, (June, 1937), 606-608.

principal of Lincoln Junior High school, Santa Monica, California, stated that the following should be emphasized in the junior high school today.

The new concepts of guidance include: a broader concept of problems related to mental health; a greater emphasis upon pupils' personality; a program to provide for the development of social, moral, spiritual and numerous other character and personality qualities.¹

Kirk A. Remy, at the same meeting, stated the following, "The tendency seems to be to leave most occupational and vocational guidance for the senior high school."²

Many others, in discussing the homeroom guidance program, have stated that it is the most logical and natural place for a group guidance program to function. "Group guidance is appropriate whenever a sufficient number of persons face a common problem and need information to help them solve it."³

Group guidance is probably the most widely used method of guidance in the junior high today. This is so because it is carried on whether it is a planned program or just incidental. Many homeroom and classroom teachers instruct

¹Richard M. Byers, and others, "What Are the Present Trends in Guidance Services in the Junior High School?" National Association of Secondary School Principals' Bulletin, (April, 1955), pp. 123-127.

²Ibid., pp. 126-127.

³Robert Hoppock, Group Guidance Principles, Techniques and Evaluation (New York: McGraw-Hill Book Company, 1949), p. 8.

classes in group guidance without being aware that they are doing so. Lecturing to the class on safety, or the merits of thrift, or on developing good study habits, although it may be unnamed, is still group guidance.

Group guidance, unrecognized and unnamed perhaps, but still group guidance, may be found today, not only in elementary schools, in secondary schools, and in colleges, but in industry, in government, and in social agencies. Whenever there is a common approach to a common problem, group guidance is likely to appear.¹

IV. PROCEDURE

This study was undertaken at May Goodrell Junior High School, Independent School District of Des Moines, Polk County, Iowa, during the spring semester, January 30, 1956 to June 8, 1956. There were twenty teachers at the time this study was made, thirteen men and seven women. Only homeroom teachers were interviewed for this study, seven men and six women. The author was the fourteenth homeroom teacher.

The present guidance program in May Goodrell is typical of that carried out during the last several years in the Des Moines system. The major activities of guidance fall upon the two full time boys' and girls' advisers and the 9A social studies teachers. The advisers are concerned almost exclusively with individual counseling and remedial

¹Ibid.

measures in disciplinary cases. This is not by design but is made necessary by lack of time to handle nondisciplinary counseling. The 9A social studies teacher (Community Life Problems) is concerned with group guidance toward introspection and planning for high school training with a view toward the student's future. Because of administrative necessity for planning high school programs, such planning receives a large part of this course's attention.

The guidance and counseling of individuals is left primarily to the individual teachers without any planned program or emphasis.

The Mooney Problem Check List, Junior High Form, was given to the 7th, 8th, and 9th grades. This was done in two successive days, in the fourteen homerooms, during the homeroom period, which began at 8:45 A. M. and extended until 9:30 A. M. to give the students sufficient time to complete the list. The homeroom teachers were given verbal instructions by the investigator for the administration of the check list in their respective homerooms. Four hundred and eighty-three check lists were collected by the author from the homeroom teachers. There were approximately 520 students enrolled by May Goodrell at this time. The difference between this figure and the number of check lists handed in (483) may have been caused by absences and by students not handing in their lists.

The results of the Mooney Problem Check List are presented in tables on pages 15, 18, 20, 22, 24, 27, and 29. Similar tables were given to all thirteen homeroom teachers to study for a period of approximately four to five days. The author then made appointments for interviewing each homeroom teacher at his convenience. The interviews lasted from twenty minutes to forty-five minutes, depending on the individual situation. (The questionnaire used in interviewing homeroom teachers can be seen in Appendix A.) The administrative personnel (principal, vice-principal and girls' adviser) were not formally interviewed.

Because of personal contact between the writer and the homeroom teachers there was a 100 per cent return of the questionnaire.

CHAPTER II

PRESENTATION OF RESULTS

I. RESULTS AND SUMMARY OF MOONEY PROBLEM CHECK LIST

The following tables show no norms because the Mooney Problem Check List is merely an inventory of a given situation for the purposes of dealing with the problems shown. It does not show a score or a total of "maladjusted" choices on a key.¹

At May Goodrell School, the Mooney Problem Check List indicated that in all grades the problem area that caused the greatest amount of concern to the students was that of "school". "Self-Centered Concerns" ranked second in importance, with "Money, Work and Future" a close third. "Home and Family" problems caused the least concern to all grades, as is shown in Table I. In examining Tables II, III, IV, V, VI, and VII one may notice that the boys seemed to list many more problems than the girls in almost all categories. This may mean not that boys have more problems than girls, but that boys express their problems more freely than girls. There were also some marked differences in the ranking of some categories between boys and girls.

¹Ross L. Mooney and Leonard V. Gordon, "Mooney Problem Check List" (The Psychological Corporation, 1950), p. 9.

TABLE I

RESULTS OF THE 1950 REVISION MOONEY PROBLEM CHECK LIST JUNIOR HIGH
FORM SHOWING RANK OF PROBLEM AREAS OF ALL GRADES, MAY GOODRELL
JUNIOR HIGH SCHOOL, DES MOINES, IOWA, BASED UPON AVERAGE
NUMBER OF PROBLEMS PER STUDENT IN THE AREA

CATEGORIES	TOTAL ALL GRADES			RANK
	1*	2**	3***	
School (S)	3,630	483	7.5	1
Self-centered Concerns (SC)	2,660	483	5.5	2
Money, Work and Future (MWF)	2,607	483	5.4	3
Boy and Girl Relations (BG)	2,251	483	4.7	4
Relations to People in General (PG)	2,124	483	4.4	5
Health and Physical Development (HPD)	2,017	483	4.2	6
Home and Family (HF)	1,774	483	3.7	7
Total	17,063	483	35.3	

*1. Number of Problems Listed

**2. Number of Pupils

***3. Average Number of Problems Per Pupil

In the 9A class the greatest problem area was that of "School", for an average of 8.0 problems per student. Second was the problem area of "Money, Work and Future", an average of 6.3 problems per student; and ranking third was the area of "Relations to People in General" with an average of 5.6 problems per student. The problems areas causing the least concern in 9A was that of "Health and Physical Development" and "Home and Family", an average of 4.5 problems per student.

"School" and "Money, Work and Future" were ranked as the two most frequently checked problem areas by the 9A boys and girls; boys having an average of 9.3 problems per student in "School" and girls having an average of 6.4 problems per student in this area. "Money, Work and Future" ranked second, boys having an average of 6.5 problems per student and girls an average of 6.0 problems per student. Among the girls "Self-centered Concerns" tied with "School" for first rank with an average of 6.4 problems per student, but among the boys this area ranked fourth, with an average of 4.7 problems per student. Among the girls "Relations to People in General" ranked fourth, an average of 5.8 problems per student, but among the boys this area ranked last for an average of 3.6 problems per student. Another area which shows considerable contrast is that of "Boy and Girl Relations." Among the boys it ranked third for an average of 5.6 problems per student

and among the girls it ranked last for an average of 5.0 problems per student. Although there is a considerable gap in the ranking of this area between boys and girls, the difference in average problems per student was not very great.

The ranking of "Health and Physical Development" did not show any marked differences between boys and girls; among the boys it ranked fifth for an average of 4.0 problems per student and among the girls, numerically ranked 5.5 for an average of 5.1 problems per student. "Home and Family" did not show any marked differences; boys ranked it sixth and girls fourth for an average of 3.9 and 5.1 problems per student respectively.

There was a considerable difference in the range of problems per student between boys and girls. Boys went from 9.3 problems per student in the first category to 3.6 in the last and girls went from 6.4 to 5.1 respectively. One other fact that might be noted here is that there was only one-tenth of a point difference in average problems per student in categories 4 and 5 as ranked by the girls. These data can be seen in Table II.

Table III shows the greatest problem area in the 9B class was that of "School" for an average of 6.0 problems per student. "Money, Work and Future" ranked second for an average of 5.2 problems per student, with "Self-centered

TABLE II

RESULTS OF THE MOONEY PROBLEM CHECK LIST SHOWING RANK OF PROBLEM AREAS OF
9A BOYS AND GIRLS, MAY GOODRELL JUNIOR HIGH, DES MOINES, IOWA

Categories	9A Boys			9A Girls			Rank		Total			Rank
	1*	2**	3***	1	2	3	Boys	Girls	1	2	3	
School (S)	513	55	9.3	286	45	6.4	1	1.5	799	100	8.0	1
Money, Work and Future (MWF)	359	55	6.5	270	45	6.0	2	3	629	100	6.3	2
Relation to People in General (PG)	199	55	3.6	260	45	5.8	7	4	459	100	5.6	3
Self-Centered Concerns (SC)	259	55	4.7	286	45	6.4	4	1.5	543	100	5.5	4
Boy and Girl Relations (BG)	310	55	5.6	225	45	5.0	3	7	535	100	5.4	5
Health and Physical Development (HPD)	220	55	4.0	229	45	5.1	5	5.5	449	100	4.5	6.5
Home and Family (HF)	215	55	3.9	230	45	5.1	6	5.5	445	100	4.5	6.5
Total	2075	55	37.7	1786	45	38.7			3861	100	38.6	

*1. Number of Problems Listed

**2. Number of Pupils

***3. Average number of problems per pupil

Concerns" ranking third for an average of 4.6 problems per student. "Health and Physical Development" caused the least amount of concern for an average of 2.8 problems per student.

Among the 9B boys and girls the first four categories were ranked fairly close together. Among the boys "School" ranked first for an average of 7.0 problems per student; among the girls this area ranked third for an average of 4.8 problems per student. Among the girls "Money, Work and Future" ranked first for an average of 4.9 problems per student, and among the boys this category ranked second for an average of 5.5 problems per student. Among the girls "Self-centered Concerns" and "Relation to People in General" were also ranked third for an average of 4.8 problems per student. In contrast, among the boys these two categories ranked third and sixth respectively for an average of 4.5 and 2.6 problems per student. Among the girls "Home and Family" and "Health and Physical Development" ranked 5.5 numerically for an average of 3.8 problems per student. Among the boys, on the other hand, these categories ranked fifth and last for an average of 2.8 and 2.1 problems per student.

It should be noted that among the girls the range went from 4.9 at the top to 3.8 problems per student at the bottom and that all the ranks were close whereas among the

TABLE III

RESULTS OF THE MOONEY PROBLEM CHECK LIST SHOWING RANK OF PROBLEM AREAS OF
9B BOYS AND GIRLS, MAY GOODRELL JUNIOR HIGH SCHOOL, DES MOINES, IOWA

Categories	9B Boys			9B Girls			Rank		Total			Rank
	1*	2**	3***	1	2	3	Boys	Girls	1	2	3	
School (S)	139	20	7.0	64	14	4.8	1	3	203	34	6.0	1
Money, Work and Future (MWF)	109	20	5.5	68	14	4.9	2	1	177	34	5.2	2
Self-Centered Concerns (SC)	89	20	4.5	67	14	4.8	3	3	156	34	4.6	3
Boy and Girl Relations (BG)	70	20	3.5	46	14	3.3	4	7	116	34	3.4	4.5
Relations to People in General (PG)	51	20	2.6	64	14	4.8	6	3	115	34	3.4	4.5
Home and Family (HF)	56	20	2.8	50	14	3.8	5	5.5	106	34	3.1	6
Health and Physiological Development (HPD)	41	20	2.1	53	14	3.8	7	5.5	94	34	2.8	7
Total	555	20	27.8	412	14	29.4			967	34	28.4	

*1. Number of Problems Listed

**2. Number of Pupils

***3. Average number of problems per pupil

boys the range went from 7.0 at the top to 2.1 problems per student at the bottom, and generally speaking, there was a larger gap between categories.

In the 8A class the greatest problem was that of "School" for an average of 8.1 problems per student. "Self-centered Concerns" ranked second in importance for an average of 5.2 problems per student, with "Money, Work and Future" ranking a close third for an average of 4.8 problems per student. School problems outweighed the other problem areas by a higher margin than in the other classes. "Home and Family" gave the least amount of concern to the 8A's for an average of 3.4 problems per student. These data can be seen in Table IV.

Table IV also shows that 8A boys and girls ranked the six categories close together. "School" ranked first among the boys and girls for an average of 8.8 and 7.8 problems per student respectively. Among the boys "Self-centered Concerns" ranked third and among the girls this area was ranked second for an average of 4.8 and 5.7 problems per student respectively. Among the boys "Money, Work and Future" ranked second and among the girls this area was ranked 3.5 numerically for an average of 5.3 and 4.3 problems per student respectively. Among the boys and girls "Boy and Girl Relations" ranked fourth for the boys and fifth for the girls for an average of 4.2 problems per student.

TABLE IV

RESULTS OF THE MOONEY PROBLEM CHECK LIST SHOWING RANK OF PROBLEM AREAS OF
8A BOYS AND GIRLS, MAY GOODRELL JUNIOR HIGH SCHOOL, DES MOINES, IOWA

Categories	8A Boys			8A Girls			Rank		Total			Rank
	1*	2**	3***	1	2	3	Boys	Girls	1	2	3	
School (S)	464	53	8.8	387	52	7.8	1	1	851	105	8.1	1
Self-Centered Concerns (SC)	256	53	4.8	295	52	5.7	3	2	551	105	5.2	2
Money, Work and Future (MWF)	281	53	5.3	221	52	4.3	2	3.5	502	105	4.8	3
Boy and Girl Relations (BG)	225	53	4.2	220	52	4.2	4	5	445	105	4.2	4
Relations to People in General (PG)	189	53	3.6	221	52	4.3	6	3.5	410	105	3.9	5
Health and Physical Development (HPD)	198	53	3.7	190	52	3.6	5	6.5	388	105	3.7	6
Home and Family (HF)	164	53	3.1	189	52	3.6	7	6.5	353	105	3.4	7
Total	1775	53	33.5	1723	52	33.1			3498	105	33.3	

*1. Number of Problems Listed

**2. Number of Pupils

***3. Average number of problems per pupil

"Health and Physical Development" was ranked fifth among the boys and last among the girls for an average of 3.7 and 3.6 problems per student respectively.

The major difference between boys and girls in this class was in the area of "Relations to People in General". Among the boys it ranked sixth for an average of 3.6 problems per student. "Home and Family" ranked last among the boys for an average of 3.1 problems per student. Among the girls "Relations to People in General" ranked 3.5 numerically, the same as "Money, Work and Future", and "Home and Family" last, the same as "Health and Physical Development".

In the 8B class the greatest problem area was that of "School" for an average of 8.3 problems per student. "Money, Work and Future" ranked second in importance for an average of 6.7 problems per student, with "Self-centered Concerns" ranking a very close third for an average of 6.6 problems per student. The problem area causing the least concern in the 8B class was "Home and Family" for an average of 3.8 problems per student. These data are shown in Table V.

This table shows that among the 8B boys and girls also there was similarity in rankings of five out of the seven categories. "School" was ranked first among the boys and girls for an average of 9.5 problems per student for boys and an average of 6.9 problems per student for girls. Boys ranked "Money, Work and Future" second for an average of 7.6

TABLE V

RESULTS OF THE MOONEY PROBLEM CHECK LIST SHOWING RANK OF PROBLEM AREAS OF
8B BOYS AND GIRLS, MAY GOODRELL JUNIOR HIGH SCHOOL, DES MOINES, IOWA

Categories	8B Boys			8B Girls			Rank		Total			Rank
	1*	2**	3***	1	2	3	Boys	Girls	1	2	3	
Schools (S)	342	36	9.5	192	28	6.9	1	1	534	64	8.3	1
Money, Work and Future (MWF)	275	36	7.6	152	28	5.4	2	4	427	64	6.7	2
Self-Centered Concerns (SC)	259	36	7.2	165	28	5.9	3	2.5	424	64	6.6	3
Boy and Girl Relations (BG)	191	36	5.3	164	28	5.9	4	2.5	355	64	5.5	4
Health and Physical Development (HPD)	183	36	5.1	140	28	5.0	5	6	323	64	5.0	5
Relation to People in General (PG)	154	36	4.3	146	28	5.2	6	5	330	64	4.7	6
Home and Family (HF)	134	36	3.7	111	28	4.0	7	7	245	64	3.8	7
Total	1538	36	42.7	1070	28	38.2			2608	64	40.8	

*1. Number of Problems Listed

**2. Number of Pupils

***3. Average number of problems per pupil

problems per student and among the girls this area ranked fourth, much lower, for an average of 5.4 problems per student. Among the boys "Self-centered Concerns" ranked third for an average of 7.2 problems per student and among the girls this area ranked 2.5 numerically for an average of 5.9 problems per student. "Boy and Girl Relations" was ranked fourth among the boys for an average of 5.3 problems per student, but among the girls this area ranked 2.5 numerically, the same as "Self-centered Concerns." "Health and Physical Development" was ranked fifth among the boys and sixth among the girls for an average of 5.1 problems per student for boys and an average of 5.0 problems per student for girls.

In one other area there was a slight difference in ranking; this area was "Relation to People in General". Among the boys it ranked sixth for an average of 4.3 problems per student and among the girls it ranked fifth for an average of 5.2 problems per student. "Home and Family" was ranked last among the boys and girls for an average of 3.7 and 4.0 problems per student respectively.

In the 7A class the greatest problem area was that of "School" for an average of 6.9 problems per student. "Self-centered Concerns" ranked second in importance for an average of 5.4 problems per student, with "Money, Work and Future" ranking a close third for an average of 5.2 problems per

student. The problem area causing the least concern in the 7A class was "Home and Family" for an average of 3.4 problems per student. These data can be seen in Table VI.

In the same table among the boys and girls all but one category was ranked in a similar position. Among the boys and girls "School" ranked first for an average of 8.1 and 5.8 problems per student respectively and "Self-centered Concerns" ranked 2.5 numerically for an average of 6.0 problems per student for boys and second for girls for an average of 4.9 problems per student for girls. "Money, Work and Future" was also ranked 2.5 numerically among the boys, the same as "Self-centered Concerns". Among the girls this area ranked third for an average of 4.4 problems per student. Among the boys and girls "Relations to People in General" ranked fourth for girls and fifth for boys, with an average of 4.9 and 4.3 problems per student respectively. "Health and Physical Development" was ranked sixth among the boys and among the girls it ranked fifth, with an average of 3.9 problems per student in both cases. "Home and Family" was ranked last among the boys and girls for an average of 3.7 problems per student for boys and an average of 3.2 problems per student for girls.

The only area that showed any marked difference in ranking was that of "Boy and Girl Relations"; among the boys it ranked fourth for an average of 5.2 problems per student

TABLE VI

RESULTS OF THE MOONEY PROBLEM CHECK LIST SHOWING RANK OF PROBLEM AREAS OF
7A BOYS AND GIRLS, MAY GOODRELL JUNIOR HIGH SCHOOL, DES MOINES, IOWA

Categories	7A Boys			7A Girls			Rank		Total			Rank
	1*	2**	3***	1	2	3	Boys	Girls	1	2	3	
School (S)	412	51	8.1	313	54	5.8	1	1	725	105	6.9	1
Self-Centered Concerns (SC)	304	51	6.0	267	54	4.9	2.5	2	571	105	5.4	2
Money, Work and Future (MWF)	304	51	6.0	239	54	4.4	2.5	3	543	105	5.2	3
Relation to People in General (PG)	248	51	4.9	234	54	4.3	5	4	482	105	4.6	4
Boy and Girl Relations (BG)	265	51	5.2	196	54	3.6	4	6	461	105	4.4	5
Health and Physical Development (HPD)	197	51	3.9	211	54	3.9	6	5	408	105	3.9	6
Home and Family (HF)	189	51	3.7	172	54	3.2	7	7	361	105	3.4	7
Total	1919	51	37.6	1632	54	30.2			3551	105	33.8	

*1. Number of Problems Listed

**2. Number of Pupils

***3. Average number of problems per pupil

and among the girls it ranked sixth for an average of 3.6 problems per student. Here again the boys listed more problems per student in most categories than girls.

Table VII shows that the greatest problem area in the 7B class was that of "School" for an average of 6.9 problems per student. "Self-centered Concerns" ranked second in importance for an average of 5.5 problems per student, with "Money, Work and Future" ranking third for an average of 5.2 problems per student. The problem area causing the least concern was "Home and Family" for an average of 3.5 problems per student. These data can be seen in Table VII.

Among the boys and girls in the 7B class only three areas ranked in a similar position. These three areas were: among the boys and girls "School" ranked first for an average of 8.1 problems per student for boys and an average of 5.9 problems per student for girls; "Self-centered Concerns" among the boys ranked third and among the girls ranked second for an average of 5.3 and 5.8 problems per student respectively; "Home and Family" was ranked last among the boys and girls for an average of 3.1 problems per student for boys and an average of 3.9 problems per student for girls.

There were marked differences in all the remaining categories. "Money, Work and Future" was ranked second among the boys for an average of 6.2 problems per student, and fifth among the girls for an average of 4.3 problems per

TABLE VII

RESULTS OF THE MOONEY PROBLEM CHECK LIST SHOWING RANK OF PROBLEM AREAS OF
7B BOYS AND GIRLS, MAY GOODRELL JUNIOR HIGH SCHOOL, DES MOINES, IOWA

Categories	7B Boys			7B Girls			Rank		Total			Rank
	1*	2**	3***	1	2	3	Boys	Girls	1	2	3	
Schools (S)	238	35	8.1	235	40	5.9	1	1	518	75	6.9	1
Self-Centered Concerns (SC)	185	35	5.3	230	40	5.8	3	2	415	75	5.5	2
Money, Work and Future (MWF)	217	35	6.2	172	40	4.3	2	5	389	75	5.2	3
Relations to People in General (PG)	146	35	4.2	210	40	5.3	5	3	356	75	4.7	4.5
Health and Physical Development (HPD)	160	35	4.6	195	40	4.9	6	4	355	75	4.7	4.5
Boy and Girl Relations (BG)	177	35	5.1	164	40	4.1	4	6	341	75	4.5	6
Home and Family (HF)	108	35	3.1	156	40	3.9	7	7	264	75	3.5	7
Total	1276	35	36.5	1362	40	34.1			2120	75	22.3	

*1. Number of Problems Listed

**2. Number of Pupils

***3. Average number of problems per pupil

student. Among the boys "Relations to People in General" ranked fifth for an average of 4.2 problems per student and among the girls this area ranked third for an average of 5.3 problems per student. Among the boys "Health and Physical Development" ranked sixth for an average of 4.6 problems per student and "Boy and Girl Relations" ranked fourth for an average of 5.1 problems per student. Among the girls these two categories ranked exactly the opposite, "Health and Physical Development" ranked fourth for an average of 4.9 problems per student and "Boy and Girl Relations" ranked sixth for an average of 4.1 problems per student. Boys listed many more problems per student in the area of "School" than the girls did.

II. PRESENTATION OF RESULTS OF PERSONAL INTERVIEWS

The following is a presentation of the results of the personal interviews with thirteen homeroom teachers of May Goodrell Junior High School. The writer was the fourteenth homeroom teacher.

QUESTION NO. 1. Do you feel the homeroom period is essential or worthwhile?

All thirteen homeroom teachers said the homeroom is not worthwhile as it is organized now, except for administrative duties. Eleven said that reorganization could make the homeroom be worthwhile in the field of guidance. Two

said it shouldn't be used for anything except the administrative function. Seven said a guidance program should be initiated in the homeroom. Two of these said individual counseling should be carried on and four said group guidance or extracurricular activities could be administered in the homeroom, and four said that just some sort of guidance program, but weren't specific as to what kind.

QUESTION NO. 2. How long should the homeroom period be?

Teachers interviewed had widely varied opinions on the desirable length for the homeroom period, varying from five minutes to fifteen minutes a day for administrative duties and from one-half hour a day to fifty minutes for those who wanted a program. Others were undecided as to how long it should be, suggesting the length should depend on the program that was installed.

QUESTION NO. 3. What use should be made of the homeroom period?

Five teachers stated that the homeroom should be used for group guidance and counseling. One suggested a possible study period. Five thought it should be used for administrative purposes and two said that it should be used for extracurricular activities such as clubs and other similar activities.

QUESTION NO. 4. Have you made any study of homeroom uses, such as supervised study or occupational information?

Twelve teachers stated that they have never made any

study as to the uses of the homeroom. One answered affirmatively.

QUESTION NO. 5. Would you be in favor of a homeroom period if you received concrete help?

Ten teachers said they would be in favor of the homeroom period if they received concrete help. Three would not.

QUESTION NO. 6. Have you ever been in a school where there was an organized homeroom program?

Two teachers taught in schools where there was an organized homeroom program. Eleven had not.

QUESTION NO. 7. Have you ever had any training in the field of guidance? How much?

Four teachers had not had any training in the field of guidance. Nine had had some training in the field of group guidance. Out of these nine teachers, two had had three semester hours in guidance, three had had six semester hours in guidance. One didn't know, maybe "one or two courses". One had twenty-two semester hours of psychology and nine semester hours of guidance. One had twelve semester hours in guidance and one had thirty semester hours in guidance.

QUESTION NO. 8. Have you ever had any experience in the field of guidance?

Seven teachers had no experience in the guidance field. Six had guidance experience. One had been guidance director of a school system of 750 students. One was an acting principal for one year of a high school of one

hundred or fewer students. Three had experience through teaching guidance courses for a semester.

QUESTION NO. 9. What is your understanding of the purposes of a guidance program?

All the teachers stated that the purposes of a guidance program was to help individuals make the proper life adjustments to school, community, and future occupational choice. They indicated, also individual assistance in understanding character and personality traits. All teachers seemed to understand the purposes of a guidance program.

QUESTION NO. 10. Do you feel that all teachers have some responsibility for guidance? If yes - what?

Eleven teachers stated that all teachers have some responsibility for guidance. Two said they did not. The teachers who answered in the affirmative said guidance is a continuous process and should be correlated with subject matter in one way or another.

QUESTION NO. 11. Do you assist your pupils in their choice of leisure time activities?

Four teachers said they assisted pupils in their choice of leisure time activities. Eight answered negatively, and one said occasional help was given.

QUESTION NO. 12. Should the faculty hold periodic conferences to discuss problem cases? (Case conference)

Nine teachers said that the faculty should hold periodic conferences to discuss problem cases. Of these,

two stated such conferences should be held only when necessary and under proper leadership. Four said the conferences would not be worthwhile.

QUESTION NO. 13. Would you be interested in taking part in a homeroom guidance program at May Goodrell Junior High?

Eight teachers stated that they would like to participate in a homeroom guidance program. Five answered in the negative.

QUESTION NO. 14. Would such a program only be an added burden to you?

Ten teachers stated that a homeroom guidance program would not be an added burden. Three said that it would.

QUESTION NO. 15. Do you think that such a program could be successful without the co-operation of the entire staff?

Four teachers thought the program could be successful without the co-operation of the entire staff. Three of these said the homeroom could operate as an individual unit. Eight didn't think the program could function properly without the entire staff's cooperation.

QUESTION NO. 16. Do you feel that the Student Council should consider group problems of the students?

Twelve teachers said the student council should consider group problems of the students. One said it should not.

QUESTION NO. 17. Do you think it would be of value for the homeroom teachers to have regular conferences with students?

Eleven teachers thought the homeroom teacher should have regular conferences with students. Many of these teachers qualified their answers with a requirement for proper facilities and time. Two answered negatively.

QUESTION NO. 18. Do you feel that there are any problems or situations in this school that are different from the other junior high schools in Des Moines?

Six teachers thought that there was a problem. All of these teachers stated that there were fewer average students than in a normal class distribution. One stated that one-half of the 7th grade can't read as well as the average 7th grader in Des Moines. Six said no particular problems existed at this school. One didn't know.

QUESTION NO. 19. Are you aware of the philosophy of the May Goodrell administration in regard to the utilization of the homeroom in this school? Would this affect your attitude pro or con?

Seven teachers said that they knew the philosophy of the administration in regard to the utilization of the homeroom. Six said they did not. All said that the philosophy of the administration did not, or would not, affect their answers pro or con.

QUESTION NO. 20. It was shown by the Mooney Problem Check List that the entire junior high school student body, with the exceptions of the 9B girls, are bothered the most by school problems. What do you think should be done through a homeroom guidance program?

The following ideas were stated in relation to the

Mooney Problem Check List as to how to solve the problems that were most prevalent: (Some teachers made more than one suggestion on how to solve students' problems.)

Two teachers were against homeroom guidance and thought it could only be done through guidance courses by qualified, trained counselors.

Four teachers thought a remedial program should be initiated in the homeroom or a directed study period should be started.

Two teachers stated the students should have group discussions of their problems, and by this method, find out that they were not unique in their difficulties, thus gaining confidence in themselves.

Four teachers felt there was a lack of self-confidence in those students who had problems. They felt their confidence should be built up through group discussions, courses, and individual counseling in the homeroom.

One teacher felt problems came from the home or through the personality of the student. Individual counseling would best help solve these problems by guiding interests and activities.

Four teachers felt that the proper orientation to the school situation would best solve these problems.

One teacher stated that the homeroom teacher could be an efficient counselor if he or she were properly trained

and qualified and if there were a lighter work load in the classroom for this particular person, but that this would be an ideal situation and not possible in the near future.

III. SUMMARY OF TEACHER INTERVIEWS

The homeroom teachers at May Goodrell School felt that the homeroom has a limited value in the area of administration, but at present does not have apparent value in the area of pupil guidance. Complete reorganization of the homeroom in administration and in attitude would be necessary to make it of value for guidance purposes.

The attitude among homeroom teachers, at present, towards the homeroom period is that it is a time for the routine and sometimes onerous tasks of taking attendance, passing circulars, making announcements and "baby sitting" until the teaching day starts. Reorganization by the administration would be necessary to relieve this pressure during the homeroom period. Eleven teachers said that with reorganization the homeroom could be worthwhile in the field of guidance.

The indication from the results of the personal interviews were that the time necessary in the homeroom should not exceed thirty minutes a day. One teacher, however, suggested that fifty minutes a day would be necessary to carry out a homeroom guidance program. Seven teachers stated that this

time should be used for guidance and counseling. One homeroom teacher felt that personal contact between student and homeroom teacher was advisable. Four felt that more value might be obtained from more time devoted to homeroom administration and extracurricular activities. The teachers felt that to make better use of the homeroom period they would need more help from the school and district administrative personnel than they receive at the present time.

While all of these homeroom teachers had a good idea of the purposes of a guidance program and believed that all teachers have responsibility for guidance, most have limited training in the area of counseling and guidance and relatively little experience in working in schools with an organized homeroom program. However, eight of the thirteen interviewed teachers would like to participate in a guidance program.

The indications were that while these homeroom teachers as a group are aware of the need for counseling and guidance, they are not overly enthusiastic in participating in an organized homeroom program in guidance.

The principal has indicated a desire to do away with the homeroom as soon as possible and has been trying to convince other principals and the superintendent of schools that this is the best possible solution to the homeroom situation. For the above reasons, a homeroom guidance program will not be initiated at the present time.

CHAPTER III

SUGGESTED HOMEROOM GUIDANCE ACTIVITIES

I. MOST PREVALENT PROBLEMS IN GRADES 7, 8, AND 9

The following homeroom activities are suggested to help solve the problems as brought to light by the Mooney Problem Check List. Because of the need for keeping the homeroom program effective, due to the limited time available, it was felt that the program should be limited to the problems in the first three categories. The problems to be given attention, as reflected in the top three categories, are listed by grade as follows:

GRADE SEVEN

SCHOOL: (ranked first)

1. Afraid of tests
2. Afraid of failing in school work
3. Afraid to speak up in class
4. Not interested in certain subjects
5. Worried about grades
6. Slow in reading and trouble with reading

SELF-CENTERED CONCERNS: (ranked second)

1. Being afraid of making mistakes
2. Sometimes wishing I had never been born
3. Sometimes not being as honest as I should be
4. Being nervous
5. Trying to stop a bad habit

MONEY, WORK AND FUTURE: (ranked third)

1. Wanting to earn some of my own money
2. Having a regular allowance

3. Wanting to buy more of my own things
4. Wanting to know more about girls
5. Spending money foolishly

GRADE EIGHT

SCHOOL: (ranked first)

1. Trouble with oral reports
2. Slow in reading
3. Getting low grades in school
4. Worried about grades
5. Trouble with spelling and grammar
6. Made to take subjects I don't like

SELF-CENTERED CONCERNS: (ranked second)

1. Trying to stop a bad habit
2. Sometimes not being as honest as I should be
3. Being afraid of making mistakes
4. Being nervous
5. Day-dreaming

MONEY, WORK AND FUTURE: (ranked third)

1. Wanting to earn some of my own money
2. Wanting to buy more of my own things
3. Needing a job during vacations
4. Spending money foolishly

GRADE NINE

SCHOOL: (ranked first)

1. Can't keep my mind on my studies
2. Afraid of tests
3. Trouble with spelling and grammar
4. Not spending enough time in study
5. Don't like to study

MONEY, WORK AND FUTURE: (ranked second)

1. Wanting to earn some of my own money
2. Deciding what to take in high school
3. Needing a job during vacations

4. Needing to find a part-time job
5. Not knowing how to look for a job

SELF-CENTERED CONCERNS: (ranked third)

1. Being afraid of making mistakes
2. Wanting a more pleasing personality
3. Can't forget some mistakes I've made
4. Feelings too easily hurt
5. Being nervous
6. Bashful

Each grade was made up of several homerooms. The author selected the most frequently checked problems in the several homerooms for each grade.

A committee of teachers should be appointed by the principal for the purpose of compiling a school handbook, which would include all pertinent information needed for orientation to the school. Utilization of this handbook can provide both a standard source of information for use by the homeroom teachers and a source of self-informing material that may be kept in the hands of the student.

II. ACTIVITIES FOR SEVENTH GRADE PROGRAM

Because the homeroom situation demands that a program be devised for boys and girls as a combined group, the combined rank of categories was used in forming the suggested homeroom activities.

1. School Problems:

A. Educational Orientation

1. How to study
2. Planning

3. Budgeting time
4. Physical conditions
5. Distractions

B. Marking System

1. Report cards
2. Honor Roll
3. School examinations
4. Subject matter examinations

C. Public Library Usage. How the library functions.

D. Studying for examinations

E. How to improve reading

The homeroom teacher might start by giving a series of lectures explaining the above subjects to the homeroom group. Discussion period can follow each lecture giving students an opportunity to voice their opinions and have their questions answered regarding these subjects. One of the main objectives of the homeroom should be to build self-confidence in students: confidence in their own ability to do school work satisfactorily, and confidence in teachers and the school staff. It should be explained to them that teachers are primarily concerned with them as individuals and with their individual growth. Some of the main problems students expressed were problems concerning fears of one thing or another. "Afraid of tests", "Afraid of failing in school work", "Afraid to speak up in class". Students may use these problems in homeroom as discussion topics and by hearing other students express the same problems discover

that their problems are not unique.

Sample study plans may be presented and actual classroom conditions might be enacted in the homeroom to give students an opportunity to participate in a classroom situation without any pressure being exerted on him. Here the student might learn to recite orally, for example, in a mock situation in preparation for his actual classroom talks and discussions.

Presenting an assembly program is an ideal way for homeroom students to demonstrate good and poor study habits. As many students as possible, if not all, should be encouraged to participate in these programs. This is another method by which students may gain poise and self-confidence. Students gain the incentive to do well by seeing students of their own age taking part in interesting activities. Even the timid one enjoys recognition by his fellow students and satisfaction from social approval fixes the good study habits that are necessary for high level achievement in school work.

Another problem expressed by students in the seventh grade was "Not interested in certain subject." One method of trying to interest students in required subjects is to obtain guest speakers from business and industry to explain the importance of a particular school subject in their future vocational plans and how school is related to the world of

work. Former alumni could be invited to the homeroom to explain how the required subjects have helped him or how they might have helped him if he had put forth more effort into these subjects.

"Slow in reading", and "Trouble with reading", was another major problem listed by students. The main method which should be employed to help solve this problem is by the formation of a remedial reading program in the homeroom which could meet after school, as a club, for students interested in solving their reading problem and reaching a higher level of achievement in their general school work.

One of the activities of this club could include a field trip to the public library to create better interest in reading and learn how the library functions. Students should be encouraged to apply for library cards. An explanation and demonstration of the card file could be accomplished at this time. Students could then practice using the card file by themselves. Learning the functions of the library and becoming interested in books would also facilitate better achievement in all subjects.

Many of the above suggestions will also help solve the problem "Worried about grades." If this is still a problem to a particular student, individual counseling by the homeroom teacher may be employed to help this student make the proper adjustment and thus raise his grades.

Although students did not list any problems directly related to orientation to the school, and its various divisions, it is felt that some sort of orientation program for new students would help alleviate some of the problems students have in the area of school. This may be done by the following means.

Assemblies early in the school year may be devoted partly to the orientation of new pupils in the organization of the school. In such a case, wherever feasible, the program should be produced by students already acquainted with the school situation. The spirit so desirable in any school organization can be developed here under ideal conditions, motivated and organized by the pupils themselves. As the year proceeds, more and more pupils will participate in the programs frequently being produced by a homeroom, a class, a club, the student council or an honor society. In any case, as many pupils as feasible should participate in the planning of the program, as well as in its production. One of the main objectives which should always be followed here is that, if possible, every pupil in the school should have an opportunity to participate in an assembly program during the year.¹

¹Frank O. Davis, and others, Pupil Personnel Service, (Scranton, Pennsylvania: The International Textbook Company, 1948), p. 447.

2. Self-centered Concerns

A. Student

1. Relationship with self and others
 - (a) Establishing self-confidence
 - (b) Ethics
 - (c) Habits
2. Duties, responsibilities and relationship with the school staff
 - (a) Maintaining discipline
 - (b) Need for respecting rules, regulations and authority
 - (c) Behavior in the classroom, hallways, at school activities and to and from school

Self-confidence must be established by having the student experience success. This may be accomplished by a system of homeroom job or duty assignments, which is gauged to the individual student's ability and interest. Success in lesser jobs can instill the confidence necessary to accept more readily the mistakes and difficulties entailed in future jobs, involving greater chance for error. A gradual building of confidence in this way together with improvement in school work can contribute to a higher morale and a lessening of the fear of error.

Another activity to alleviate fear of mistakes may be one which would inform the student that his mistakes are material parts of growing and learning, and are not unique. A discussion under the direction of the teacher where students are encouraged to tell of their mistakes and discuss their causes and remedies with the student may aid in this

particular problem.

Hypothetical situations may be set up by the teacher to dramatize a situation showing some common facet of lack of ethics or dishonesty. This situation might be presented in the form of a play given by the students, read to the students, or duplicated and handed out to the students to read for themselves. After presentation, a list of questions might be given to the class involving things that should have or should not have been done by the characters in the situation. After discussion of these questions a written assignment might be given asking for each student's synopsis of the class opinion.

To eliminate the natural and ever-present fear of the unknown (making mistakes), the "big brother" and "big sister" plan might be used. In addition to taking advantage of the greater ability of students to communicate to students, and the benefits of friendship and belonging given to the newer student, the "big brother, big sister" plan also benefits by development of leadership ability and a feeling of worth.

The homeroom teacher should be alert at all times to recognize individual problems which he or she can solve through individual counseling of the student.

3. Money, Work and Future

A. Handling Personal Finances

1. Suitable allowance from family, from work
 2. Budgeting
 3. Savings: school, bank and outside of school
- B. Leisure-time activities
1. Past-time jobs
 2. Acquiring hobbies
 3. Participating in sports
 4. Recreational, reading
- C. Vocational orientation
1. Exploring broad occupational areas
 2. Vocational survey
- D. School organizations
1. Clubs
 - (a) Purpose
 - (b) Organization
 - (c) Duties of officers

In the seventh grade the emphasis should be placed on the immediate future: What does May Goodrell have in store for me as a student? The student should be given the proper orientation to the school when he arrives. He then knows what has been done in the past, what exists now, and what is expected in the future.

A lecture by the homeroom teacher could introduce the section on personal finances, following with a discussion period. Students who have allowances can explain how they receive their money, the work done for that allowance, if any, and how their allowances are spent. An assignment might then be given to the entire class to set up a budget for themselves for their existing funds and money they expect to have.

Saving for a future item, an article for themselves or a present for a family member, could be planned at this time. A bulletin board display of thrift posters made by students could be initiated at this time to encourage savings. If a student does not receive an allowance or cannot receive one, plans for part-time work in the neighborhood should be discussed.

Students who have hobbies might bring them to the homeroom for displays or demonstration for the inspiration and interest of other students who do not have hobbies. Students can be made aware of the possible financial remuneration that can be obtained from certain established hobbies. Accomplished adult hobbyists could be invited to display and demonstrate their hobbies in the homeroom.

Sports and recreational reading are worthwhile activities to take up leisure time. These should be encouraged by the homeroom teachers. When students find something to do that is interesting and entertaining they will have less time to worry about unimportant future problems and through these activities solutions to many of their problems may automatically be discovered. Lectures by local sportsman in the area of individual sports, such as golf, bowling, and swimming, could be scheduled. Book clubs could be established and informal discussions of books students have read may be carried on for stimulation to the entire class.

Students should be made familiar with all school organizations. Organizations dealing with special interests, such as photography, electricity and science may be able to aid in developing an interest which can be the basis for planning for the future by the student.

Familiarity with those organizations may be gained by representatives of the homeroom who attend as guests at the organizational meetings and report back to the homeroom. The reporting on these meetings can, in itself, be an instrument for the teaching of reporting, speaking, and of exercising responsibility.

The social organizations within the school are a good means of developing boy-girl relations. While undue pressure for participation in these activities is unwise, membership in them should be encouraged and made as convenient and as easy as possible for the younger student.

III. ACTIVITIES FOR EIGHTH GRADE PROGRAM

Since the problem areas in the eighth grade are the same as those in the seventh grade and the problems, with few exceptions, are the same, the homeroom guidance program for the eighth grade should be essentially an extension of that outlined above for the seventh grade. Appropriate changes should be made taking into consideration an increase in age level and the fact that the eighth grade students have

been through a year of homeroom guidance.

1. School Problems. In the seventh grade the homeroom activity was based upon orientation and discussion with a minimum amount of actual "doing" by the student. In eighth grade there should be less discussion by the teacher and more performance and practice by the students. A good system of study, such as "Survey Q3R Method of Studying" as discussed in Effective Study by Robinson,¹ could be taught and practiced during the homeroom period. Practice could be given by utilization of textbooks in the homeroom for finding "cues" in course material with attention also given to the use of lecture notes and previous examinations. Practice in surveying material can be given by actually surveying text material within a given period of time and then comparing a student's result to that of the teacher. Practice and information can be given in ways to retard forgetting by studying material in homeroom and then attempting to remember by putting into practice such techniques as developing interest and intent to remember, recitation, and distribution of learning.

The problem of taking examinations (grades) can be helped by taking practice examinations built upon the above exercises in studying. If students are still having

¹Francis P. Robinson, Effective Study (New York: Harper and Brothers Publishers, 1946), pp. 13-41.

difficulty with reading skills, the homeroom teacher should see that they are guided to the facilities available in this area in the school or elsewhere in the community.

2. Education Planning

- A. Advantages of high school
- B. Choice of electives available in ninth grade

In Des Moines, problems arise in this particular area because the first opportunity to choose elective subjects occurs in the eighth grade when choices are made in planning for the ninth grade program.

Representatives of business and industry could give lectures in the homeroom explaining to students the relationship between required courses in the eighth grade and jobs after school. This might help change attitudes of students toward required courses that they do not like. They still may not like the required course, but they would possibly become more tolerant if they knew the purpose for taking it.

Homeroom teachers should give an explanation of all the elective courses offered in the ninth grade and the relationship to the student's future high school education and possible vocational choice.

3. Self-centered Concerns. The same program should be carried on as in the seventh grade program, keeping in mind that the problems in the eighth grade, in this area, reflect the tendency of that age group to desire more

successful social contacts. These problems are concerned with such things as personality, bashfulness, and sensitivity to others.

Some reference should be made, by the teacher, to the causes of some of these problems, such as the numerous and rapid physical and emotional changes taking place during these years.

4. Money, Work, and Future. A continuation of the seventh grade program should be carried on in the eighth grade because of the similarity in problems. Added to this program may be the additional job areas which become available to the student upon reaching the age of fourteen. Along with this, information may be given concerning the location and proper use of employment facilities. This would of course include such items as obtaining working papers and making suitable application for employment.

IV. ACTIVITIES FOR NINTH GRADE PROGRAM

In Des Moines, the ninth grade curriculum includes a course in Community Life Problems, the first half of which deals with the student's relationship to his community (civics); the second half of which deals with the community's relationship to the student (opportunity). This course covers the problems indicated by the check list for ninth grade. In view of this fact, the homeroom guidance program

may become a practice ground for those things learned in the Community Life Problems class. This necessitates close co-ordination between the homeroom teacher and the Community Life Problems teacher. With greater time given to these problems in the Community Life Problems course, an opportunity may be had to enlarge personal or individual counseling by the homeroom teacher.

An opportunity may also present itself to give some assistance with such problems as trouble with English grammar or any other specific school subjects which may be a problem with a sufficient number of students.

V. STATEMENT REGARDING INITIATION AND EVALUATION OF HOMEROOM ACTIVITIES

During the first year the program is in operation, duplication of activities and problems will be evident because the program will be new to all three grades. As each grade passes through a year of the program, such problems may become alleviated and others present themselves. Sufficient flexibility must be allowed to adjust the activities to take care of the problems of the current class, regardless of what has been planned previously. At the end of three years an evaluation may be made by records kept and interviews with homeroom teachers and with students who experienced the programs in all three junior high grades.

Another means of evaluation is the repeated administration of the Mooney Problem Check List or a comparable inventory. This would be of particular interest from the classes which have been through the entire three years. This evaluation in no way affects that which should be made of each class at the end of each year to guide the homeroom teacher in planning future activities.

Should the program be sufficiently effective, the personal problems would be alleviated to the point where they occupy a minimum amount of time. Then the program may turn to other guidance areas such as those outlined by Shimmon, in Appendix B.

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APPENDIXES

APPENDIX A

QUESTIONNAIRE USED IN PERSONAL INTERVIEWS OF HOMEROOM TEACHERS

1. Do you feel the homeroom period is essential or worthwhile?
2. How long should the homeroom period be?
3. What use should be made of the homeroom period?
4. Have you made any study of homeroom uses, such as supervised study or occupational information?
5. Would you be in favor of a homeroom period if you received concrete help?
6. Have you ever been in a school where there was an organized homeroom program?
7. Have you ever had any training in the field of guidance? How much?
8. Have you ever had any experience in the field of guidance?
9. What is your understanding of the purposes of a guidance program?
10. Do you feel that all teachers have some responsibility for guidance? If "yes", what?
11. Do you assist your pupils in their choice of leisure time activities?
12. Should the faculty hold periodic conferences to discuss problem cases? (Case conferences)
13. Would you be interested in taking part in a homeroom guidance program at May Goodrell Junior High?
14. Would such a program only be an added burden to you?
15. Do you think that such a program could be successful without the cooperation of the entire staff?

16. Do you feel that the Student Council should consider group problems of the students?
17. Do you think it would be of value for the homeroom teachers to have regular conferences with students?
18. Do you feel that there are any problems or situations in this school that are different from the other Junior High Schools in Des Moines?
19. Are you aware of the philosophy of the May Goodrell administration in regard to the utilization of the homeroom in this school? Would this affect your attitude pro and con?
20. It was shown by the Mooney Problem Check List that the entire Junior High School student body, with the exceptions of the 9B girls, are bothered the most by school problems. What do you think should be done through a homeroom guidance program?

APPENDIX B

DETAIL OF THE SUBJECTS STUDIED IN THE HOMEROOM¹

An integrated homeroom guidance program for the different year levels has been organized with a view toward taking account of the developing maturity of the student and his increasing ability to understand and deal with the concepts and values which underline a functioning democracy.

A focus of attention in the seventh grade, therefore, is an "Orientation to the School", and the eighth grade on "Good Citizenship."

SUMMARY OF HOW THE PROBLEM MAY OPERATE IN TERMS OF HELPING THE STUDENT TO SELF-DIRECTION:

1. In the moral and ethical area, it is hoped that the discussions will lead the student from an understanding in the junior high school and early high school years of the difference between right and wrong toward the development of a personal standard of values.

2. In civic responsibility, the aim is for the student to develop from accepting a role of being an understanding follower to that of leadership.

3. In the personal sphere, it is hoped that the progression will be from accepting control from outside authority to learning to exercise self-discipline and restraint.

4. In the social area, the student may progress toward the learning of the social maturity necessary in establishing one's own family and in taking one's own place in the community.

5. In educational vocational adjustment, it is hoped that the student will go from determining his specific educational and vocational goals, toward the development of broad cultural interests and activities and to securing and holding a satisfying job.

The specific topics suggested for the homeroom guidance program for grades seven through twelve follow:

¹William J. Shimmon, "An Integrated Program for Homeroom Guidance," School Activities, (March, 1955), pp. 211-13.

GRADE SEVEN ORIENTATION TO THE SCHOOL

I. Getting Acquainted

A. The School

- | | |
|-----------------------------------|------------------|
| 1. History | 5. School spirit |
| 2. Philosophy | 6. Songs |
| 3. Traditions | 7. Achievements |
| 4. Clubs, organizations,
teams | 8. Famous alumni |
| | 9. Future plans |

B. The School Staff

1. Duties, responsibilities and relationship with students.
 - a. Principal
 - b. Guidance Counselor
 - c. Teachers
 - d. Office Staff
 - e. Custodial Staff
 - f. Nurse

C. The Student

1. Duties, responsibilities and relationship with the school staff.
 - a. Maintaining discipline
 - b. Need for respecting rules, regulations and authority
 - c. Behavior in the classroom, hallways, at school activities and to and from school
 - d. Etiquette

D. The School Plant

1. Locating rooms

E. Schedule

1. School hours
2. Periods
3. Lunch
4. Library
5. Auditorium
6. Gymnasia

F. School Regulations

1. Absence
2. Tardiness
3. Detention
4. Illness in school
5. Accidents in school
6. Dress
7. Traffic throughout building

G. Health and Safety Measures

1. Establishing good physical hygiene habits: care of teeth, eyes, hair, complexion; weight; regular medical check-up.
2. Maintaining physical well-being: exercise, open-air activities, clothing and cleanliness.
3. Fire drills
4. Air raid alert
5. Defense alert
6. Safety precautions

H. Marking System

1. Report cards
2. School examinations
3. Honor Roll

I. The Homeroom

1. The purpose
2. Organization
3. Parliamentary procedure
4. Duties of officers
5. Function within grade and to school as a whole

J. Activities

1. Clubs
 - a. Purpose
 - b. Organization
 - c. Duties of officers

Organizations

- a. Athletic
- b. Literary
- c. Dramatics
- d. Musical
- e. Band
- f. Orchestra
- g. Choir

- h. Art
- i. Honor Society
- j. Service
- k. Student Council

II. Educational Orientation

A. Homework

- 1. Planning
- 2. Budgeting time
- 3. Physical conditions
- 4. Distractions

B. Library Usage. How the library functions.

C. Studying for examinations

D. Choice of electives

III. Vocational Orientation

A. Vocational survey

IV. School Savings

A. Establishing thrift habits

GRADE EIGHT - DEVELOPING UNDERSTANDING OF THE GOALS OF A DEMOCRACY

I. Good Citizenship

- A. Development of school spirit
- B. Interest in student government
- C. Cooperating in school community
- D. Courtesy
- E. Getting along with teachers, school staff and peers
- F. Care of school property

II. How to Study

- A. Reviewing classwork
- B. Memorizing work

III. Education Planning

- A. Advantages of high school education
- B. Comparison of public and private high schools
- C. Senior high school curricula
- D. Choice of electives

IV. Vocational Interests

- A. Exploring broad occupational areas
- B. Exploring one's interests and abilities

V. Leisure - Time Activities

- A. Part-time jobs: securing working papers
- B. Acquiring hobbies
- C. Participating in sports

GRADE NINE - ESTABLISHING MATURATIONAL GOALS

I. Establishing Educational Goals

- A. High school as terminal education
- B. College or technical education
- C. Financing future education

II. Improving Student Habits

- A. Developing incentives for study
- B. Securing remedial help
- C. Organizing homework effectively

III. Socialization

- A. Attitudes toward school
- B. Participating in school activities
- C. Learning to respect others, for example: Brotherhood Week, holidays of all faiths, Americanism, etc.
- D. Relations with family, teachers and community
- E. Developing adequate friendships
- F. Learning social skills
- G. Smoking and its effects
- H. Good grooming
- I. Appropriate dress

IV. Planning a Career

- A. Information on high school courses
- B. Exploring specific occupational interests

- C. Determining personal skills
- D. Deciding on electives

V. Moral and Civic Responsibility

- A. Ethics involved in lending and copying homework, cheating, using profane language and maintaining class discipline
- B. Participating actively in student government and school activities

VI. Personal Adjustment

- A. Overcoming shyness, overaggressiveness, moods and fears
- B. Dealing with over-sensitivity to criticism at home and in school
- C. Maintaining good personal hygiene

VII. Handling Personal Finances

- A. Suitable allowance: from family, from work
- B. Budgeting
- C. Savings: school, bank and outside of school

VIII. Extra-curricular Activities

- A. Cheerleaders
- B. Color Guard
- C. Teams